

Instructional Supervisory Practices and Behavior of School Heads: Its Relation to The Work Performance of Elementary School Teachers

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Abstract

School heads have a significant impact on work performance of teachers. This study aimed to identify the relationship of supervisory practices and supervisory behavior with work performance of teachers. The study utilized descriptive-correlational research which employed a researcher-made questionnaire to gather the perceptions of 140 public school teachers of Alaminos District, Alaminos Laguna. Respondents were selected using random sampling. Pearson r was utilized to identify significant relationship between variables. Findings reveal that supervisory practices were always practiced by the school heads but on the other hand supervisory behavior was never practiced. Teachers' work performance was perceived to be always practiced by the teachers. Positive and moderate correlation was found between supervisory practices and work performance of teachers and between supervisory behavior and work performance of teachers. It was recommended on the study that teachers may use the findings of the study to identify areas that they can improve to further enhance their work performance. In addition, school heads may find the significance of the result of this study as this may be used as a springboard on how they can further motivate their teachers in the conduct of their teaching duties. Finally, other researchers can use this study as a framework for a developmental plan that focuses on improving teachers' performance as a basis of a further study as related study.

Keywords: Supervisory behavior; practices; work performance

1. Introduction

It is widely known that education plays a crucial role in a country's development. As a result, all countries are now concerned with raising the quality of education, particularly at the basic school level. This is justified by pointing out that the pursuit of quality has been the driving force behind educational changes and that developing countries' strategic improvement plans increasingly place a high priority on this goal. This scenario highlighted the crucial role played by teachers in deciding the type of education pupils get in schools. Their role is considered as integral to achieving educational goals and providing high-quality basic education. This also means that in order to provide pupils with a high-quality education, education stakeholders must ensure that teachers carry out their duties as effectively as possible.

In addition, stakeholders of education need to ensure the performance of tasks by teachers to the best of their abilities in order to offer quality education to pupils. This is when the importance of instructional

supervision can be highlighted. Instructional supervision is defined as all those activities that are carried out to support teachers in maintaining and enhancing their effectiveness in the classroom, (Oyewole and Ehinola, 2014). It is one of the key components of educational management. It is the process of enhancing the teaching-learning process through a network of cooperative activities and democratic relationships between those who are involved in teaching and learning, and it is seen as a crucial activity for achieving an effective education system). It is primarily focused on pupils learning in the classroom and is seen as a collaborative effort involving a set of structured activities aimed at improving the teaching and learning process Archibong 2013).

Instructional supervision practices of school heads influence their behavior. This is being manifested in the everyday work experience of their subordinates. This specific behavior of school heads greatly influences the performance of their subordinates. Okendu (2012) postulates that instructional supervision enhances teaching and learning through proper guidance and planning, and devising ways to improve teachers' professional knowledge, skills and experiences to make them creative in instructional processes. This means that school heads need to work with teachers in a collaborative way and provide expert assistance with the view of improving instruction in the classroom. Hence, it opens up networks of communication, provides feedback to teachers about their teaching in an objective non-judgmental manner, and to dialogue about teaching and learning. This kind of scenario creates a good working environment which improves work performance. Teachers appreciating their school heads supervisory practices will later promote an atmosphere of growth and development. In a school setting, school heads keep the balance by exercising authority while serving as a model of supervisory practices that encourages improved work performance of the teachers. The rationale is if the teachers appreciate the supervisory practices and behavior of their school heads, teachers will work in turn towards ensuring that pupils will receive the highest quality of education possible. Based on the Deped Order no 42, series of 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers, the DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising pupils achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes an utmost importance for long term and sustainable nation building.

Therefore, it follows that administration must pay attention to instructional monitoring in order to support high-quality teaching and learning. This study is one step forward in understanding how supervisory practices of school heads and their behavior influences work performance of teachers.

1.1 Objectives of the Study

This study aimed to examine the supervisory practices and behavior of school heads and how these relate to teacher's work performance

1.2 Materials and Method

The study employed descriptive correlational method. It determined how supervisory practices and behavior relate to work performance of teachers. Descriptive survey refers to the method which collects detailed and factual information that describe existing phenomena. It systematically describes a situation or area of interest factually or accurately. It allows a researcher to carefully describe and understand the behavior. This method identifies the present conditions and needs, it tells what exist and "what is" about a certain phenomenon as pointed by Sevilla, et al. as cited by Recto (2016).

The respondents of the study consisted of 140 public elementary school teachers in Alaminos District, Division of Laguna with permanent position. They are chosen using simple random sampling. This study utilized a four-part researcher-made questionnaire. Part I gathered the profile of the respondents in terms of age, gender, civil status, salary grade and length of service. Part II pertained to the Instructional Supervisory Practices of School Heads using a five point Likert scale . 5- as Always Practiced 4- Often Practiced 3- Moderately Practiced 2- Rarely Practiced 1- Never Practiced. Part III of the questionnaire focused on the Supervisory Behavior, using another five- point Likert scale with the code 5- as Always Practiced 4- Often Practiced 3- Moderately Practiced 2- Rarely Practiced 1- Never Practiced. Part 4 dwelt on the the assessed work performance of the teacher such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. The instrument was subjected to pilot testing to check its internal consistency. It was validated by experts in the field of education . Suggestions and recommendations were considered for the refinement of the paper prior the actual phase of the study.

Upon the approval of the study, the researcher sought permission from the District Supervisor . After the permission has been secured, the researcher proceeded to the actual phase of the study. The questionnaire were distributed through google form and were later retrieved. Data were gathered, collated, tallied and submitted to the statistician for statistical treatment.

In assessing the perception of respondents on instructional leadership practices, supervisory behavior and work performance of teachers, descriptive statistics such as mean and standard deviation were used. Pearson Product Moment of Correlation or Pearson r was used to determine the relationship of instructional supervisory practices and supervisory behavior with that of work performance of teachers.

Inferential data were tested at 0.01 level of confidence.

1.3 Result and Discussion

Table 1. Distribution of the Respondents by School

School	Population	Samples
Alaminos ES	76	63
Palma ES	12	10
San Miguel ES	14	12
Pociano ES	15	13
San Agustin ES	19	13
De Mesa ES	18	14
Sta Rosa ES	17	15
TOTAL	171	140

Majority of the respondents came from Alaminos Elementary School. With a population of 76 teachers, it is expected that most of the respondents came from their school. Alaminos Elementary School is the largest school in Alaminos, Laguna in terms of population. On the other hand, there are only 10 teachers participated on answering the survey from Palma Elementary School which is also the smallest school in terms of population.

Table 2. Perceived Instructional Supervisory Practices of School Heads as to Orientation of New Teaching Staff

Statements	Mean	SD	VI
Conduct orientation for newly hired teachers.	4.64	0.65	Always Practiced
Makes sure that there is always proper information dissemination	4.69	0.63	Always Practiced
Gives time for newly hired teachers to learn more about the school	4.64	0.63	Always Practiced
Provides training to newly hired teachers.	4.59	0.67	Always Practiced
Orients teachers of all the policy of the school.	4.67	0.65	Always Practiced
OVERALL	4.65	0.61	Always Practiced

Legend: 4.21-5.00=Strongly Agree/ Always Practiced, 3.41-4.20=Agree/ Often Practiced, 2.61-3.40=Moderately Agree/ Moderately Practiced, 1.81-2.60=Disagree/ Rarely Practiced, 1.00-1.80=Strongly Disagree/ Never Practiced

Table 2 shows the instructional supervisory practices of school heads as to orientation of new teaching staff. Data reveal that statement 2 school heads “Makes sure that there is always proper information dissemination” got the highest mean of 4.69 with standard deviation of 0.63 interpreted as always practiced, While statements 1 and 3 conducts orientation for newly hired teachers and gives time for newly hired teachers to learn more about the school, got the lowest means of 4.64 with standard deviation of 0.65 and 0.63 respectively, interpreted as always practiced.. This implies that their supervisor ensures that all teachers are well informed of crucial information that teachers should know. It is a manifestation of the supervisor’s willingness to keep teachers updated on every facet of their job. In addition, statements overall mean of 4.65 and standard deviation of 0.61 interpreted as always practiced is an indication of the school head’s exemplary

performance in orienting teachers regarding the logistics and job-related information. As Sciarra and Dorsey (2012) stated the conduct of orientation for new employee is a foundation of a successful supervisory program.

Table 3. Perceived Instructional Supervisory Practices of School Heads as to Checking of Teacher's Record of Work

Statements	Mean	SD	VI
School head checks teacher's record book	4.78	0.56	Always Practiced
Monitors teacher's performance based on the record book	4.64	0.72	Always Practiced
Checks lesson plan weekly.	4.64	0.73	Always Practiced
Performs checking of lesson plan.	4.70	0.67	Always Practiced
Performs checking of record book.	4.75	0.59	Always Practiced
OVERALL	4.70	0.60	Always Practiced

Legend: 4.21-5.00=Strongly Agree/ Always Practiced, 3.41-4.20=Agree/ Often Practiced, 2.61-3.40=Moderately Agree/ Moderately Practiced, 1.81-2.60=Disagree/ Rarely Practiced, 1.00-1.80=Strongly Disagree/ Never Practiced

Table 3 presents supervisory practices of school heads as to checking of teacher's record of work. Statement 1, "school head checks teacher's record book" garnered the highest score mean of 4.78 with standard deviation of 0.56 and interpreted as always practiced while indicator 2 and 3 monitors teachers performance based on the record and checks lesson plan weekly got the lowest means of 4.64 with standard deviation of 0.72 and 0.73 respectively, and interpreted as always practiced. This implies that teachers believe that the school head are consistent in checking and monitoring job related works. The school head performance in terms of monitoring of records is on exemplary level. This is a good practice with any educational institution. According to Mitts (2021) noted, academic performance records, such as grades and report cards, provide insight about student progress and help parents and teachers make important decisions regarding students' learning needs.

Table 4. 4 Perceived Instructional Supervisory Practices of School Head as to Provisions of Inn-Service Training

Statements	Mean	SD	VI
School head makes available materials to be used during the training is accessible.	4.64	0.60	Always Practiced
Provides In-service training to every teachers.	4.75	0.48	Always Practiced
Organizes trainings for re-skilling and upskilling of teachers is available to everybody.	4.73	0.52	Always Practiced
Provides allowances such as food and travel are available during inset.	4.38	0.91	Always Practiced
Makes environment conducive for training is used during training.	4.73	0.53	Always Practiced
OVERALL	4.70	0.60	Always Practiced

Legend: 4.21-5.00=Strongly Agree/ Always Practiced, 3.41-4.20=Agree/ Often Practiced, 2.61-3.40=Moderately Agree/ Moderately Practiced, 1.81-2.60=Disagree/ Rarely Practiced, 1.00-1.80=Strongly Disagree/ Never Practiced

Statements overall mean of 4.70 and standard deviation of 0.60 as interpreted as always practiced. It

suggests that the school head is consistent in providing in service training to teachers. This is a clear depiction of school head's unwavering commitment to provide the teachers quality training that may further enhances their performances. In service training is an integral part of the life of a teacher. Learning is a lifelong and continues process. As Lawrence (2013) cited, in-service training is a crucial part of teacher's professional growth making them dynamic and democratic.

Table 5. Perceived Instructional Supervisory Practices of School Head as to Performance of Class Observation

Statements	Mean	SD	Verbal Interpretation
School head conducts routinely class observation	4.65	0.50	Always Practiced
Performs lesson observation.	4.69	0.56	Always Practiced
Provides constructive criticism after classroom observations.	4.75	0.52	Always Practiced
Performs an expected class observation	4.70	0.59	Always Practiced
Gives comments and recommendations during class observation	4.70	0.59	Always Practiced
OVERALL	4.60	0.81	Always Practiced

Legend: 4.21-5.00=Strongly Agree/ Always Practiced, 3.41-4.20=Agree/ Often Practiced, 2.61-3.40=Moderately Agree/ Moderately Practiced, 1.81-2.60=Disagree/ Rarely Practiced, 1.00-1.80=Strongly Disagree/ Never Practiced

Table 5 shows instructional supervisory practices of school head as to Lesson Observation. Statement 3 provide constructive criticism after lesson observation got the highest means of 4.75 standard deviation of 0.52 and interpreted as always practiced. Statement 1 School Head conduct routinely lesson observation got the lowest mean of 4.65 which 0.50 standard deviation interpreted as always practiced. Overall mean 4.60 with 0.81 standard deviation and interpreted as always practiced. This suggests that teachers believe that the school heads always conduct routine Lesson observation. This ensures that learning experience of students are always the top priority of the school. Ritchie (2021) acknowledges the importance of classroom observation as it ensures that teachers are providing a satisfactory learning experience for the student and identifies weaknesses which can be shored up with adjustments and training.

Table 6. Perceived Instructional Supervisory Practices of School Head as to Monitoring Punctuality and Regularity

Statements	Mean	SD	VI
Monitors the attendance of the teachers	4.75	0.65	Always Practiced
Asks teachers to file leave of absence (Form 6)	4.80	0.50	Always Practiced
Requires reporting 15 minutes before class starts.	4.56	0.82	Always Practiced
Checks the time in and time out of the teachers.	4.61	0.79	Always Practiced
Submits required documents on time	4.79	0.50	Always Practiced
OVERALL	4.70	0.55	Always Practiced

Legend: 4.21-5.00=Strongly Agree/ Always Practiced, 3.41-4.20=Agree/ Often Practiced, 2.61-3.40=Moderately Agree/ Moderately Practiced, 1.81-2.60=Disagree/ Rarely Practiced, 1.00-1.80=Strongly Disagree/ Never Practiced

Table 6 depicts the supervisory practices of school heads as to monitoring punctuality and regularity. Data revealed that statement 2 asks teachers to file leave of absence (Form 6) is always practiced by the school head as evident on having the greatest mean of 4.80 and standard deviation of 0.50. Statement 2 requires reporting 15 minutes before the class starts got the lowest means of 4.56 with 0.82 standard deviation interpreted as always practice.

Overall mean of 4.70 and SD of 0.55 interpreted as always practiced. This ensures that teachers are safe while having their vacations. In addition, it implies that the school head always practice monitoring punctuality and attendance of the teachers.

Whatever the reason of teachers, school heads always ensure that whereabouts of teacher during class hours is being monitored. This is a good practice of a school head as Ayeni (2014) pointed out it, guarantees better quality of teaching and learning experiences for the students.

Table 7. Summary Table on the Perceived Instructional Supervisory Practices of School Heads

Indicators	Mean	SD	VI
Orientation of New Teaching Staff	4.65	0.65	Always Practiced
Checking of Teacher's Record of Work	4.70	0.60	Always Practiced
Provision of In-Service Training	4.70	0.60	Always Practiced
Performance of Class Observation	4.60	0.81	Always Practiced
Monitoring Punctuality and Regularity	4.70	0.55	Always Practiced
OVERALL	4.67	0.64	Always Practiced

An overall mean of 4.67 and standard deviation of 0.64, interpreted as always practice is a testament of school heads dedication to provide the school of the best they can offer. This is in relation with what Islam (2023) stated that supervision includes instructing, guiding, monitoring and observing employees on the performance of their job. It is their task to ensure that all instructions are given to each and every employee. Supervisors must ensure strong control over the actions of subordinates through continuous observation.

Table 8. Perceived Administrative Behavior of School Heads

Statements	Mean	SD	VI
plans and tracks teachers daily functioning.	2.02	1.41	Slightly Manifested
implements rules and policies	1.78	1.30	Not at all Manifested
ensures compliance with processes and information systems	1.83	1.32	Slightly Manifested
manages workflows, caseloads and staffing.	1.82	1.31	Slightly Manifested
uses managerial methods to improve teacher's provision of services	1.88	1.35	Slightly Manifested
provides problem solving and decision making structure of work	1.87	1.35	Slightly Manifested
participates in unit administration, making decisions and taking actions.	1.85	1.33	Slightly Manifested
OVERALL	1.86	1.17	Slightly Manifested

Legend: 4.21-5:00=Strongly Agree/Highly Manifested, 3.41-4.20=Agree/ Manifested, 2.61-3.40=Moderately Agree/ Moderately Manifested, 1.81 2.60=Disagree/ Slightly Manifested, 1.00-1.80=Strongly Disagree/ Not at all Manifested

Table 8 shows the perceived administrative behavior of the school heads. Statement 1 plans and track teachers daily functioning got the highest means of 2.02 with standard deviation of 1.41 interpreted as slightly manifested. Statement 2 implement rules and policies got the lowest means of 1.78 with 1.30 Standard deviation interpreted as not at all manifested. Indicators overall mean 1.86 with standard deviation of 1.17 interpreted as slightly manifested. This implies that respondents perceived that their school head does not performs administrative functions excellently. “This scenario is coherent with the study of Terra and Berhanu (2019), stating that instructional supervisors did not consistently and effectively assist teachers' professional and curriculum progress.

Table 9. Perceived Supportive Behavior of School Heads

Statements	Mean	SD	VI
improves morale and job satisfaction, thereby improving outcomes for children and families	1.84	1.33	Slightly Manifested
Helps teacher cope with stressors including trauma, and reducing burnout and turnover	2.02	1.41	Slightly Manifested
builds safer and more trusting climate where teachers can build their own professional identity	1.84	1.33	Slightly Manifested
provides direction by creating and sharing a supervisory vision	1.82	1.31	Slightly Manifested
motivates and inspires others to meet unit and agency goals	1.91	1.36	Slightly Manifested
offers positive reinforcement for tasks done well done.	1.80	1.30	Not at all Manifested
shares credit for ideas and actions that lead towards better outcomes for children and families, including collaborating so teachers thrive and build confidence in their decision making	1.88	1.35	Slightly Manifested
OVERALL	1.87	1.22	Slightly Manifested

Legend: 4.21-5:00=Strongly Agree/ Highly Manifested, 3.41-4.20=Agree/ Manifested, 2.61-3.40=Moderately Agree/ Moderately Manifested, 1.81 2.60=Disagree/ Slightly Manifested, 1.00-1.80=Strongly Disagree/ Not at all Manifested

Table 9 shows supervisory behavior of the school head as perceived to be supportive. Statement 2 helps teachers cope with stressors including trauma, and reducing burn out and turn over got the highest mean of 2.02 with 1.41 SD interpreted as slightly manifested. Statement 6 offers positive reinforcement for task well done got the lowest mean of 1.80 with 1.30 standard deviation interpreted as not at all manifested.

Overall mean is 1.87 with 1.22 standard deviation interpreted as slightly manifested. This implies that school head slightly manifested such behaviors. This may also suggest, the school head slightly manifest this type of behavior. Statement 6 “offers positive reinforcement for tasks well done” was perceived to not at all manifested behavior. This indicates that the school head does not engage in offering rewards for accomplishments done by teachers. This is quite disturbing as supportive behavior based from CWIG (2015), decreases job stress and entire well being, both of which are important in increasing work performance of teachers.

Table 10. Perceived Educational Behavior of School Heads

Statements	Mean	SD	VI
assist teacher's professional development, using individualized learning plans and providing positive and constructive feedback	1.85	1.33	Slightly Manifested
assess gaps between prior experience and/or education and the job requirements	1.91	1.36	Slightly Manifested
acquires knowledge and skills around cultural awareness, family engagement, family dynamics, interviewing, child development, and other topical areas	1.91	1.36	Slightly Manifested
supervises self-reflection of teachers towards improving practice	1.89	1.35	Slightly Manifested
implements coaching skills and strategies with teachers as a supervisory technique as a formal model.	1.76	1.29	Not at all Manifested
teaches assessment, treatment and intervention options to teachers.	1.83	1.32	Slightly Manifested
focuses on professional concerns to improve teacher's understanding of child welfare philosophy, self-awareness, and to build knowledge and skills	1.86	1.34	Slightly Manifested
OVERALL	1.86	1.21	Slightly Manifested

Legend: 4.21-5.00=Strongly Agree/ Highly Manifested, 3.41-4.20=Agree/ Manifested, 2.61-3.40=Moderately Agree/ Moderately Manifested, 1.81-2.60=Disagree/ Slightly Manifested, 1.00-1.80=Strongly Disagree/ Not at all Manifested

Table 10 exhibits supervisory behavior of school heads as to educational behavior. Data revealed that statements 2 and 3, assess gaps between prior experience and/or education and the job requirements, acquire knowledge and skills around cultural awareness, family engagement, family dynamics, interviewing, child development, and other topical areas both got the highest means of 1.91 with 1.36 standard deviation as interpreted slightly manifested. Indicator 5, "implements coaching skills and strategies with teachers as a supervisory technique as a formal model." Got the lowest mean of 1.76 with 1.29 standard deviation interpreted as not at all manifested.

Overall mean of 1.86 and standard deviation of 1.21 is interpreted as slightly manifested. This implies fair performance on the part school head in term of providing educational supervisory behavior for the teachers is contrary to what Islam (2012) stated that a supervisor's typical duties include mentoring, training, and personnel development.

Table 11. Summary Table on the Perceived Supervisory Behavior of School Heads

Indicators	Mean	SD	VI
Administrative Behavior	1.86	1.17	Slightly Manifested
Supportive Behavior	1.87	1.22	Slightly Manifested
Educational Behavior	1.86	1.21	Slightly Manifested
OVERALL	1.86	1.20	Slightly Manifested

Table 11 portray the summary table on the perceived supervisory behavior of school heads. Both Administrative and educational behavior got a mean score of 1.86 and standard deviation of 1.17 and 1.21 respectively. On the other hand, supportive got the highest mean of 1.87 and a standard deviation of 1.22. All indicators got a verbal interpretation of slightly manifested. An overall mean of 1.86 and 1.20 indicates a fair

manifestation of the different functions of a supervisor. This is also an indication that teachers perceived supervisory behavior of their school heads to be below average. Teachers are not satisfied on the performance of their supervisors. This is quite disturbing as Baluyos (2019), pointed out that teacher's satisfaction on school heads

Table 12. Perceived Level of Work Performance of Teachers as to Content Knowledge and Pedagogy

Statements	Mean	SD	VI
teaches the subject assign with mastery.	4.37	0.66	Outstanding
equip with different teaching strategies	4.33	0.69	Outstanding
use research-based knowledge and principles of teaching and learning	4.19	0.78	Outstanding
incorporate positive use of ICT.	4.30	0.69	Outstanding
develop the critical, creative and higher-order thinking skills	4.33	0.69	Outstanding
OVERALL	4.30	0.64	Outstanding

Legend: 4.21-5.00=Strongly Agree/ Outstanding, 3.41-4.20=Agree/ Very good, 2.61-3.40=Moderately Agree/ Good, 1.81-2.60=Disagree/ Fair, 1.00-1.80=Strongly Disagree/ Needs Improvement

Table 12 shows the level of work performance of teacher as to content, knowledge and pedagogy. It was found that statement 1 got the highest mean of 4.37 with 0.66 standard deviation interpreted as outstanding. Then indicator 3 use research -based knowledge and principles of teaching ang learning got the lowest mean of 4.19 with 0.78 standard deviation interpreted as outstanding.

Overall mean is 4.30 with 0.64 standard deviation interpreted as outstanding .This implies that teachers believe that when it comes to content, knowledge and pedagogy, work performance is exemplary. This further suggests that they possess more than enough mastery over the topic being discussed. This is in relation with Deped Order No 42, series of 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers which states that teachers are expected to model exemplary performance on their field of specialization.

Table 13. Perceived Level of Work Performance of Teachers as to Learning Environment

Statements	Mean	SD	VI
ensure that the study is always safe and secure inside the classroom.	4.51	0.69	Outstanding
promotes purposive learning in the class	4.47	0.67	Outstanding
manages learners' behaviors.	4.41	0.73	Outstanding
offer a fair learning environment	4.46	0.68	Outstanding
manage classroom structures and activities.	4.44	0.72	Outstanding
OVERALL	4.46	0.66	Outstanding

Legend: 4.21-5.00=Strongly Agree/ Outstanding, 3.41-4.20=Agree/ Very Good, 2.61-3.40=Moderately Agree/ Good, 1.81-2.60=Disagree/ Fair, 1.00-1.80=Strongly Disagree/ Needs Improvement

Table 13 depicts the level of work performance of teachers as to learning environment. Data revealed that . Statement 1 ensure that the study is always safe inside the classroom got the highest mean of 4.51 with

0.69 standard deviation interpreted as outstanding . Statement 3 manage learner's behavior got the lowest mean of 4.41 with 0.73 standard deviation interpreted as outstanding.

Overall mean 4.46 with 0.66 standard deviation was interpreted as outstanding. This implies that teachers have high level of work performance inside the learning environment giving priorities and attention, ensuring that all learners can maximize the benefit of a conducive learning environment . This findings is congruent with the findings of Jamal et al (2021), which state that head teacher is eager to relay the supervisors' instructions to the teachers, and it was determined that supervisors are carrying out their professional responsibilities in a way that supports high quality education and a secure, kid-friendly environment in schools.

Table 14. Perceived Level of Work Performance of Teachers as to Diversity of Learners

Statements	Mean	SD	VI
accommodate every gender, needs, strengths and experiences of my students	4.43	0.67	Outstanding
do some adjustments with learner's with disabilities, giftedness and talents	4.33	0.76	Outstanding
attend to Learners' linguistic, cultural, socio-economic and religious background.	4.31	0.72	Outstanding
accommodate learners from indigenous groups.	4.23	0.81	Outstanding
adjust to learners in difficult circumstances.	4.37	0.73	Outstanding
OVERALL	4.33	0.68	Outstanding

Legend: 4.21-5.00=Strongly Agree/ Outstanding, 3.41-4.20=Agree/ Very good, 2.61-3.40=Moderately Agree/ Good, 1.81 2.60=Disagree/ Fair, 1.00-1.80=Strongly Disagree/ Needs Improvement

Table 14 shows the level of work performance of teachers as to diversity of learners. Statement 1 accommodate every gender , needs , strength and experiences of the student got the highest means of 4.43 with 0.67 standard deviation interpreted as outstanding. Statement 4 accommodate learners from indigenous groups got the lowest means of 4.23 with 0.81 standard deviation interpreted as outstanding.

Over all mean is 4.33 with 0.68 standard deviation was interpreted as outstanding. This suggests that in the conduct of classes, teachers accommodate all types of learners without prejudice and discrimination. This is also an evidence that fairness is highly performed on the classroom. Teacher ensures that no student will be left behind and all learners are accommodated despite the language used, gender, strength and weaknesses, religious beliefs and cultural backgrounds.

Table 15. Perceived Level of Work Performance of Teachers as to Curriculum Planning

Statements	Mean	SD	VI
As a teacher, I ensure that learning outcomes aligned with learning competencies	4.45	0.66	Outstanding
Plans and manages the teaching-learning process of students.	4.37	0.72	Outstanding
Implement Relevant and responsive learning programs	4.38	0.69	Outstanding
Collaborate to enrich the teaching process.	4.41	0.70	Outstanding
Utilize innovative teaching and learning tools such as ICT.	4.35	0.75	Outstanding
OVERALL	4.39	0.66	Outstanding

Legend: 4.21-5:00=Strongly Agree/ Outstanding, 3.41-4.20=Agree/Very good, 2.61-3.40=Moderately Agree/ Good, 1.81-2.60=Disagree/ Fair, 1.00-1.80=Strongly Disagree/ Needs Improvement

As depicted in table 15, statement 1 as a teacher, I ensure that learning outcomes aligned with learning competencies got highest mean of 4.45 with 0.66 SD interpreted as outstanding. Statement 5 utilize innovative teaching and learning tools such as ICT got the lowest mean of 4.35 with 0.75 standard deviation interpreted as outstanding. Indicators over all mean is 4.39 with 0.66 SD interpreted as outstanding. work . This is an indication of teachers confidence on being knowledgeable in curriculum planning. This also suggests that teachers ensures that there is an alignment of learning outcome with the learning competencies required for each level. It implies that mastery of curriculum is outstanding and very much evident. Teachers are knowledgeable and updated on innovative teaching strategies that may further enhances student learning process.

Table 16. Perceived Level of Work Performance of Teachers as to Assessment and Reporting

Indicators	Mean	SD	VI
As a teacher, I give feedback to students to improve the teaching-learning process	4.42	0.65	Outstanding
Use assessment data to enhance teaching and learning practices and programs	4.38	0.73	Outstanding
Monitor and evaluate the achievements and learning progress of the students.	4.41	0.70	Outstanding
Design an assessment strategies	4.41	0.69	Outstanding
Communicate learners need, progress and achievements to key stakeholders.	4.40	0.73	Outstanding
OVERALL	4.40	0.67	Outstanding

Legend: 4.21-5:00=Strongly Agree/ Outstanding, 3.41-4.20=Agree/ Very Good, 2.61-3.40=Moderately Agree/ Good, 1.81-2.60=Disagree/ Fair, 1.00-1.80=Strongly Disagree/ Needs Improvement

Table 16 depicts the level of work performance of teachers as to assessment and reporting. Statement 1 as a teacher I give feedback to students to improve the teaching-learning process got the highest mean of 4.42 with 0.65 standard deviation interpreted as outstanding. Statement 5 Communicate learners need, progress and achievements to key stakeholders got the lowest mean of 4.40 with 0.73 standard deviation interpreted as outstanding.

Overall mean is 4.40 with 0.67 was interpreted as outstanding. This indicate that teachers have high efficacy level on assessment and reporting. Teachers are equip of necessary competencies with regard to assessment of student learning and reporting.

Table 17. Summary Table on the Perceived Level of Work Performance of Teachers

Indicators	Mean	SD	VI
Content, Knowledge and Pedagogy	4.30	0.64	Outstanding
Learning Environment	4.46	0.66	Outstanding
Diversity of Learners	4.33	0.68	Outstanding
Curriculum Planning	4.39	0.66	Outstanding
Assessment and Reporting	4.40	0.67	Outstanding
OVERALL	4.38	0.66	Outstanding

Table 18. Correlation Between Instructional Supervisory Practices of School Heads and Work Performance of Teachers

Instructional Supervisory Practices	Work Performance of the teacher-respondents				
	CKP	LE	DL	CP	AR
Orientation of New Teaching Staff;	.58**	.69**	.66**	.64**	.64**
Checking of Teacher's Record of Work;	.48**	.60**	.57**	.55**	.54**
Provision of Inn-Service Training;	.61**	.70**	.68**	.67**	.65**
Performance of Class Observation; and	.64**	.74**	.717**	.69**	.71**
Monitoring Punctuality and Regularity?	.59**	.69**	.65**	.63**	.67**

** . Correlation is significant at the 0.01 level (2-tailed).

Legend: CKP = Content, Knowledge and Pedagogy, LE= Learning Environment, DL= Diversity of Learners, CP= Curriculum Planning and AR=Assessment and Reporting

Table 18 depicts the summary table on the perceived level of work performance of teachers. Data reveal that all indicators on work performance was perceived to be outstanding with indicator learning environment garnering the highest mean of 4.46 and standard deviation of 0.66. This suggest that teachers performance is outstanding on making sure that learning environment is conducive to all learners.

Overall mean of 4.38 and standard deviation of 0.66, interpreted as outstanding is suggestive of teachers perception of exemplary performance on performing their duties as teachers. It is an indication of high self efficacy and compliance on Deped Order No. 42 series of 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers. It is a new standard for all learning and development programs for teachers. Further, data suggest that teachers are properly equipped with sufficient knowledge to implement the K to 12 program of the Department of Education.

Test of relationship between instructional supervisory practices and work performance of teachers is depicted on table 4. It was found out that there is a moderate and positive correlation on all indicators of instructional supervisory practices with work performance of teachers. This implies that as school heads

consistently practice orientation of new teaching staff, check teacher's record, provide in-service training, do class observations and monitor teachers punctuality and regularity, there is an increase in teacher's performance in all facets of their work in the area of content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and assessment and reporting. The findings can be explained by the fact that teachers improve their performance when they are being monitored and supported. As stated by Rubel and Kee (2013), organization supports improved performances of employees. In an educational institution, Uzoechina and Nwankwo (2017), claimed that school heads should use instructional supervision as an opportunity to equip their teachers with professional skills and knowledge as positive correlation was noted between instructional supervision and teachers' work performance. School heads play a crucial role on the success of any educational institution, as noted above, as school heads exercise more supervisory practices, work performance of teachers will be maximized.

Table 19. Correlation Between Supervisory Behavior of School Heads and Work Performance of Teachers

Supervisory Behavior	Work Performance of the teacher-respondents				
	CKP	LE	DL	CP	AR
Administrative	.69**	.77**	.72**	.72**	.74**
Supportive	.64**	.73**	.66**	.71**	.71**
Educational	.66**	.77**	.68**	.73**	.743**

** . Correlation is significant at the 0.01 level (2-tailed).

Legend: CKP = Content, Knowledge and Pedagogy, LE= Learning Environment, DL= Diversity of Learners, CP= Curriculum Planning and AR=Assessment and Reporting

Table 19 portrays the test of relationship between supervisory behavior and work performance of teachers. Data reveal that there is a significant relationship among the varied supervisory behavior such as administrative, supportive and educational with that of the indicators of work performance of teachers. A moderate and positive correlation was noted with all the sub-variables involved which is indicative of increase in work performance of teachers in every consistent manifestation of supervisory behavior. The more school heads manifest such behavior, teachers are encouraged to perform better. As stated by Zikanga (2021) supervisory behaviors and support increase work performance of teachers.

School heads exercising supervisory behavior establishes positive administrative impact on the work performance of teachers. The same is true with supervisory behavior of school heads as to supportive behavior. This kind of behavior reduces stress that can interfere with job performance, thus increasing teachers' performance. As to educational behavior, teachers are encouraged to work more when they are mentored and provided with positive feedback.

Salient Findings of the Study

1. All the indicators of supervisory practices of school heads were perceived to be always practiced by the teachers. Overall mean of 4.67 and standard deviation of 0.64 were obtained.
2. All indicators of supervisory behavior were perceived as slightly manifested by the teachers. Overall mean of 1.86 and standard deviation of 1.20 were gathered.

3. Teachers' work performance as to all indicators involved were perceived to be outstanding. Overall mean of 4.38 and standard deviation of 0.66 indicate very high performance of teachers.
4. There is a moderate and positive correlation among all indicators under supervisory practices of school heads and teachers' work performance. Relationship is significant at 0.01 level.
5. There is a moderate and positive correlation among all the indicators under supervisory behavior of school heads and teachers' work performance. Relationship is significant at 0.01 level.

CONCLUSION

Based on the findings of the study, the following conclusion were drawn.

1. The hypothesis stating that there is no significant relationship between supervisory practices of school heads and work performance of teachers is not sustained.
2. The hypothesis stating that there is no significant relationship between supervisory behavior of school heads and work performance of teachers is not sustained.

RECOMMENDATIONS\

Based on the findings and conclusion of the study, the following recommendations were offered:

1. Teachers may use the findings of the study to identify areas that they can improve to further enhance their work performance.
2. School heads may find the significance of the result of this study. This may be used as a spring board on how they can further motivate their teachers in the conduct of their teaching duties.
3. Other researchers can use this study as a framework for a developmental plan that focuses on improving teachers performance as a basis of a further study as related study.

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